DOCUMENT RESUME

ED 099 365 SP 008 670

TITLE	A Survey of Competency Based Teacher Education Programs in the State of Michigan, 1974.
INSTITUTION	Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.
PUB DATE	Aug 74
NOTE	45p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Educational Programs; *Performance Based Teacher Education; *School Surveys; *Surveys
IDENTIFIERS	*Michigan

ABSTRACT

This document reports on the results of a survey of competency-based teacher education (CBTE) programs in Michigan. A survey form including a general definition of CBTE was sent to 30 teacher education institutions; 100 percent responded. Thirteen reported no CBTE programs at present, and 17 reported having CBTE programs which varied from one course to plans for the entire four-year program. This document includes responses by question, CBTE programs listed by instructional area, and the status reports of the 30 institutions. (PD)

ED 099365

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A SURVEY OF COMPETENCY BASED TEACHER EDUCATION PROGRAMS IN THE STATE OF MICHIGAN 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Michigan Department of Education
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A SURVEY OF
COMPETENCY BASED TEACHER EDUCATION PROGRAMS IN THE
STATE OF MICHIGAN
1974

Introduction

In March 1974 a survey form was sent to the thirty teacher education institutions in Michigan concerning competency-based teacher education (CBTE) activities at each institution. In order to provide a frame of reference, a general definition of CBTE was provided as follows:

> Competencies to be demonstrated are explicitly stated and made public in advance; learning activities to facilitate student's achievement of competencies are developed; criteria for assessing competencies are consistent with specified competencies, are explicit, and made public in advance; and performance is the primary source of evidence.

Although it is recognized that there is no generally accepted definition of CBTE, a relatively broad definition was provided in order to obtain as much information as possible and avoid limited responses because of a more precise definition. The main purpose was to solicit as much information as possible on activities within the rubric "competency based." Although programs indicated they were "competency based," it is difficult to classify all these programs as being competency based. The total response from each institution must be examined in order to make that determination.

Overall Response

Each respondent was asked to answer one of two basic questions:

a. We do not have any CBTE programs at this time, or
b. We do have some CBTE programs.

Of the thirty institutional responses (100% return) thirteen reported no CBTE programs at this time while seventeen reported programs of one kind or another, (figure 1). The extent of involvement of these institutions, however, varied significantly from one course to an entire instructional area to plans for the entire four-year program.

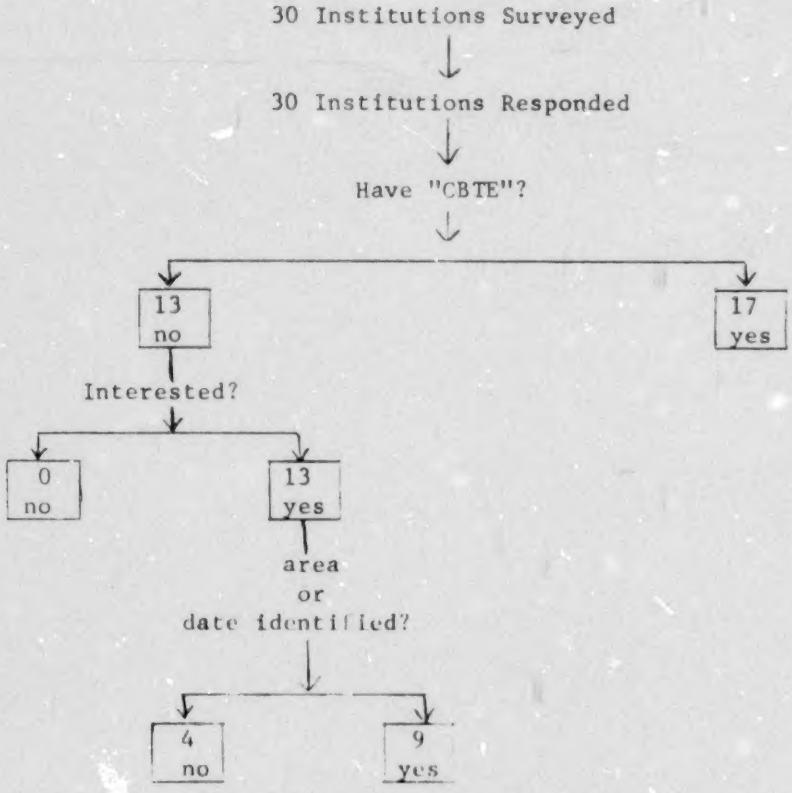

Figure 1

A. Institutions that do not have CBTE programs.

For those institutions indicating no CBTE programs at this time, two additional items required a response. The first was "we are, however, interested in and exploring the concept." All thirteen institutions responded positively to this question. The second item asked if there were plans to implement CBTE on a trial basis and if so, when and in what areas. Nine of the thirteen institutions indicated an approximate time of implementation and listed proposed areas. These nine institutions plan to have some type of CBTE program within the next few years. Proposed programs are identified in the sections "Competency-Based Programs Listed by Instructional Area", and, "Teacher Education Institution Status Reports."

B. Institutions that have CBTE programs.

Seventeen institutions reported one or more CBTE programs, and these institutions were asked to respond to a number of questions. The following pages provide cumulative responses to each of the survey questions. In those instances where an institution returned more than one survey, i.e., more than one program was reported, each survey return was included in the cumulative responses, hence, for most questions more than seventeen responses are indicated. Complete descriptions by institution are found in a later section of this document.

Responses by Question

		If applies to program does it apply only to the student teaching experience?	
	Competencies (Knowledge, skills, behaviors) to be demonstrated by the student are:*	Yes	No
22	1) Derived from explicit roles,	6	13
24	2) stated so as to make possible assessment of a student's behavior in relation to specific competencies, (Sometimes - 1)	6	16
24	3) made public in advance	5	16
	Program competencies are based on		
25	4) knowledge criteria (assess cognitive understandings)	4	20
23	5) performance criteria (assess teaching behaviors)	5	11
14	6) product criteria (assess effectiveness in terms of pupil growth)	3	9
	Criteria to be employed in assessing competencies are:		
22	7) based upon, and in harmony with specified competencies	4	15
18	8) explicit in stating expected levels of mastery under specified conditions (Sometimes - 1)	4	12
22	9) made public in advance	4	15

*Derived from Stanley Elam, PBTE, What is the State of the Art? AACTE, 1971.

Assessment of the student's competency:

21 10) uses his performance as the primary source of evidence, (Sometimes - 2)

21 11) takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors.

23 12) strives for objectivity.

5 13) The student's rate of progress through the entire teacher education program is determined by demonstrated competency rather than by time or course completion. (Some - 1)

22 14) The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

16 15) Modules have been developed (modules are learning activities which specify objectives, prerequisites, pre-assessment, learning activities, post-assessment techniques and standards).

16) How many modules have been developed?_____

Ranged from 3 to 60.
Usually about 15.

15 17) Instruction is individualized and personalized, real choices among means to achieve objectives are made available to the individual. (e.g. class attendance not mandatory, other options available). (Some - 2)

21 18) The emphasis is on exit, not on entrance requirements.

18 19) The student is held accountable for performance, completing the preparation program when, and only when he demonstrates the competencies.

15 20) The program is field centered prior to student teaching.

14 21) A theoretical or research base for the curriculum has been developed and can be identified.

22) In what areas do you have CBTE programs?

	A	B %	C	D	E	F	G	H
a. Elementary								
b. Secondary (list)								
c. Special Education								
d. Other								

Key

A. # of students
B. Percentage of all teacher education students in this area that are in CBTE programs
C. Year of operation
D. Length of CBTE program (2 semesters, etc.)
E. # of students graduated to date
F. # of faculty in CBTE in this area (indicate full-time, f.t., part-time, p.t.)
G. When do students enter program (junior, senior, etc.)?
H. Certificate issued (provisional, continuing)

The results of this question have been included under the description for each institution. Certain cumulative data of interest, however, are reported below. This was a difficult question to translate into cumulative responses because of the varied nature of the programs. For example, if all students were required to take a particular competency-based course, the extent of involvement might be reported as "all students." This does not mean, however, all courses or experiences are competency-based. Although in many instances all students were required to take a particular competency-based module, course, or sequence, it was not clear how much of the program was competency-based. Generally, when a per cent is given, this is the per cent of the total enrollment in that area that is involved in competency-based instruction. The extent of involvement ranged considerably from a single course to plans for the entire four year program. Unfortunately, the per cent of students in the entire program that were required to take the competency-based portion was not always reported, and it is difficult for an institution to ascertain the per cent of its program that is competency based. In view of this, interpretations of the following should be exercised with caution.

	# of Programs Involved	"Extent of Involvement"
Elementary:		
a. Arithmetic, Math	3	
b. General elementary education	8	All students, 10%, one course, All students, all seniors, all students, 65,200
c. Reading (or language arts also)	3	All students, all students, 50%
d. Science and Social Studies	2	40%
e. Student Teaching	1	
Secondary:		
a. Art	1	100%
b. Associate teaching	1	All students
c. A-V Educational Media	3	All students
d. English	2	100%
e. General Education	4	25% of freshman, one course, 50% 156 students.
f. Home Economics	3	100%, all students, one course
g. Math	3	100%, 100%
h. Methods, general	1	15%
i. Psychology	1	
j. Science	5	All students, 100%, 100%, all students
k. Social Studies	4	All students, all students, all students
l. Student teaching	2	36 students, 4%
m. Vocational	1	90%
Industrial Education and Technology	1	180 students
Occupational Education	1	All teacher education students
Special Education:		
a. M.R. (Student teaching)	1	2 students
b. Speech Pathology (Student teaching)	1	3 students
Other:		
a. Interdisciplinary teacher education (elementary, secondary, special education)	1	All teacher education students
b. Human Services Education (elementary, business, learning disabilities)	1	Entire four year program planned
c. Counseling, Guidance (graduate)	1	60 students

d.	School Psychological Services (graduate)	2	All students in program
e.	Graduate (see "c", "d", above)		
f.	Physical Education and recreation for the handicapped.	1	15 students

		Yes	No
23)	Student entry into CBTE program required?	14	6

24) Total number of faculty involved? Range from one to all faculty (in that area), total less than 150.

25) Total number of students involved? (Range: 15 to 1,000, total about 4,500

26) Number of schools cooperating in program? Range from 0-25, average 9.

27) Does program operate on special funding, such as Teacher Corps, etc.?
Yes 4 No 19 Source:

-BEH Grant
-EPDA
-NIMH
-State Department of Vocational and Career Development

28) Reaction to your CBTE program:

Positive 20 (one "limited positive" but program not operational)

Negative 0 (one reported "two new" to react, one reported mixed reaction but program not operational. One reported "so-so" reaction)

Comments:

"Positive on early stages, not results."

"Study made by outside group in spring of 1973 and results were generally very positive."

"Feedback from students and public school personnel has been overwhelmingly positive."

"An increasing demand from cooperating schools and teachers to share competency learning experiences with them."

"Increasingly, as teachers in our schools understand our program the reaction is excellent and supportive (as evidence by many wanting to 'get in' at the learning level). Students seem to support it as good for them, but very difficult."

"Students are very excited."

"It is definitely not received well by other department members in secondary education. Attitude measures with students would indicate that the course is well received."

"To a great extent the success depends on the personality of the teacher. CBTE seems to require deep commitment within the teacher for change."

"We get very good feedback, students are seen as better prepared for student teaching."

29) Do you plan to expand your program? Yes 18 No 4
Explain:

Yes: "to masters program"
"to modules and internship"
"to other student teaching centers"
"there are plans for the whole School of Education teacher training component to be CBTE by 1976 or 1977"
"in process of developing entire four-year program in competency-based terms"

No: "other approaches may be desirable"
"already total program in this area"
"we are a small program"

30) If there are any innovative or significant elements in the school-college relationship briefly describe:

"A teacher education council designed this program and meets monthly to deal with current problems and futuristic designs."

"Elementary classrooms are being developed to model competencies level in CBTE reading program."

"School staff help with instruction."

"Broadly field based--includes experience with adolescents in a number of areas in addition to school."

"Program is field service oriented. Faculty and students work with agencies to improve content and delivery of programs."

"Working toward a total building commitment in a school district."

"Humaneness and minimal paper work."

"Physical classroom space available at the schools."

"The T.V. consortium will be looking at specific competencies as related to tutoring via closed circuit T.V."

"Co-chairmanship of entire operation by school and college."

"Competency on in-school factors are judged by in-school personnel."

31) Is program evaluation being planned or in progress?
Yes 18 No 3

32) How do you evaluate your program? (Comments can be grouped as research and outside consultants, achievement data, cooperatively done, student oriented, or college centered).

Research, Consultants

"Two doctoral dissertations were completed evaluating it."

"Outside group made a study."

"Outside consultants."

Achievement Data

"Criterion testing for objectives, and attitude scale."

"Test data from public school students - cognitive, affective."

Cooperatively Done

"The Department of Education has used an annual evaluation form after our graduates have had one year of experience. There are 20 competencies listed. Completed by both alumni and supervisor of our graduate."

"Questionaires to public school personnel and student teachers."

"Feedback from students, faculty, school personnel."

"Annual review of program - student, graduate assistant, faculty input."

"Informal methods, feedback from students and intern supervisors."

"Each module is evaluated by students, field personnel and advisory board. Long range evaluation includes assessing graduates after they have been employed."

"Consortium of teachers and students."

"Advisory Committee of Cooperative Schools."

"Feedback from participants."

"Program evaluation done as part of management information system."

Student Oriented

"follow-up of students"

"Student knowledge"

"student's perceived confidence"

"questionnaire"

College Centered

"School of Education review committee"

"informally via department meetings"

"self-study for NCATE reaccreditation"

"partly self-evaluation, partly statistical, partly criterion referenced."

"have one-half time graduate assistant and one-fourth time faculty member gathering data"

33) Is there a competency-based inservice (school) component in your program? Yes 10 No 13
(Some by request)

34) If yes in 33, is the primary purpose to train teachers to work with CBTE students A) 6 or for improvement of their own competencies B) 6 ?

35) Is there a program (formal or informal) for college faculty CBTE training? Yes 11 No 11 .

36) What type of grading system do you use (pass-fail, letter grades or numerical) or both?

Pass-fail 3 , letter or numerical 10 , Both 7 ,
Pass-fail for student teaching and letter grades in courses 2

Comments: (Incomplete, B,A) (Pass-no grade)

37) Please describe any research efforts in areas such as competency validation or program effectiveness not explained in 32.

1. Competency validation via 3,000 field interviews.

2. "I CAN" Curriculum (physical education for mentally retarded) has an extensive research validation program.

3. Several Ph.D dissertations have been based upon the program and provide empirical support for particular aspects of the program.

4. Two doctoral dissertations at University of Massachusetts.

38) Please provide any information on costs, including development and management.

1. Relatively high cost as movement toward mastery model becomes stronger, that cost may be prohibitive.

2. Initially received a $6,000 grant for program development now shared by university and grants.

3. "No specific cost figures can be given at the present time but it can be noted that a very significant increase in cost is felt necessary (supplying printed materials via module approach, much administrative time in organizing, managing, and individualizing the learning process. To truly teach for competency requires maximum use of simulation, micro-teaching, and evaluative feed-back equipment such as audio, and video recording equipment and in sufficient quantity so that it can be used in the laboratory of the classroom and also at the Learning Center for assessment and evaluation and prescription for improvement."

4. Annual cost for program implementation is $1,500. Initial cost for support materials was about $3,500.

5. Significant spending on protocol materials.

6. Developmental costs were approximately $20,000 - an HEW grant.

7. Mostly for paper, not significant.

8. Materials and supplies estimate $5,000, 1973-74.

"Competency-Based" Programs Listed by Instructional Area

The following programs at each of the institutions are listed by instructional area as a cross reference to the next section which describes the programs at each institution. Proposed programs, of course, have no description. If the reader is interested in a particular instructional area, he should consult the list below which will direct him to the appropriate institution(s) descriptions in the next section. Please note that if an institution is listed it may have only one competency-based course or an entire program. Also note that graduate programs are listed under the category "other."

Elementary Education

a) Arithmetic, Math: Central, University of Michigan, Northern

b) General elementary education: Oakland, Michigan State, Saginaw, Mercy, Madonna, Calvin, Alma, Northern (in process); proposed: Hope, Marygrove, Eastern, Northern.

c) Reading, Reading-Language Arts: Michigan State, Adrian, Aquinas; proposed: Language Arts--Western.

d) Science, Science and Social Studies: University of Michigan, Central; proposed: Science--Central, Northern.

e) Student teaching: Central

Secondary Education

a) Allied Health: Ferris

b) Art: Madonna

c) Associate teaching: Adrian

d) A-V Media: Adrian, Central, Alma

e) Business Education: Ferris

f) English: University of Detroit, Madonna

g) General Education: Michigan State, Central, Aquinas, Mercy:
proposed: Spring Arbor, Hope, Northern, Western (teaching and learning)

h) Home Economics: Madonna, Central, Adrian

i) Industrial Arts: Eastern

j) Math: University of Detroit, Michigan Technological, Madonna
proposed: Ferris

k) Methods-General: Alma; proposed: Marygrove

l) Psychology: Central

m) Science: University of Michigan, University of Detroit, Michigan Tech., Madonna, Adrian
proposed: Ferris, Northern (in process)

n) Social Studies: University of Michigan, University of Detroit, Adrian

o) Student Teaching: Michigan State, Central (2 Centers) proposed: Central (3rd Center)

p) Vocational: Wayne
Industrial Education and Technology: Central
Occupational Education: University of Michigan
proposed: Occupational--University of Michigan, Siena Heights,
Trade Technical Education--Ferris
Vocational Career Education--Michigan State

Special Education

a) E.D.: proposed: Oakland

b) Learning Disabilities--proposed: a) Undergraduate; Grand Valley, Madonna, Nazareth, University of Detroit;
b) Graduate; Central, Eastern, Marygrove, Michigan State, Northern, Oakland, University of Detroit, University of Michigan, Wayne State Western

c) M.R.: Central

d) Speech Pathology: Central

Other

a) Basic Liberal Arts - Kalamazoo

b) Child Development Associate - Lake Superior

c) Counseling Guidance: Michigan State;
proposed: Central, Eastern, Siena Heights

d) Graduate:

1) Counseling Guidance--Michigan State

2) School Psychological Services--Michigan State, Central

Proposed:

1. Counseling, Guidance - Central, Eastern, Siena Heig
2. Learning Disabilities - 10 institutions (see Special Education. Learning Disabilities above).
3. Administration - Central, University of Detroit
4. Elementary - Eastern
5. Early Childhood - Eastern, Marygrove
6. Middle School - Grand Valley
7. Secondary - Grand Valley
8. Reading - Marygrove
9. Introduction to Research - Western

e) Human Services Education: Nazareth

f) Interdisciplinary Teacher Education: Wayne State

g) Physical Education and Recreation for the Handicapped - Michigan State

h) School Psychological Services: Michigan State, Central

Teacher Education Institution Status Reports

ADRIAN COLLEGE

Competency Based Teacher Education at Adrian College has been developed by professors working independently, that is, without a college-wide program. Colleagues were especially interested in experimenting with CBTE over the last two years as an outgrowth of workshops on college teaching methods sponsored by the Association of Independent Colleges and University of Michigan. The program at the present time is limited to the methods courses in the teaching of reading (40 students); home economics (13 students); social studies in the elementary, and secondary school (15 students); audio visual education (98 students); and, associate teaching (106 students). In the associate teaching program a list of 45 competencies designed to evaluate teaching effectiveness, ability to work with people, and development of personal and professional qualities are used.

The College will continue to encourage professors and supervising teachers associated with the Department of Education to develop programs within their assigned responsibility. Although no formal research has been conducted, it is believed that a combination of CBTE and content will serve best for our pre-service candidates in Teacher Education.

Respondent: Dr. Richard E. Werstler

ALBION COLLEGE

No CBTE programs at this time, however, interested and exploring the concept.

Respondent: Dr. Sol Elkin

ALMA COLLEGE

Alma College's Department of Education has taken some beginning steps toward CBTE. The initial move has been in elementary education, and it has been in those teaching methods areas most amenable to CBTE: science, mathematics, and reading. For several years the elective course, Educational Technology, has been competency based. It is our intention to eventually put the methods course for secondary teacher candidates on a competency base, but until CBTE gains wider acceptance around the country, we will have a difficult time expediting this move.

ALMA COLLEGE
(Continued)

The advantage we have found in the few courses that are competency based is that those courses have more meaning to the students. The students seem to feel the courses are more practical. It appears now that complete use of competency as the basis for learning can become as tedious as the traditional theoretical approach to methods courses. There needs, it seems, to be a mix.

An administrative problem for colleges like Alma is one of grading students' progress. College policy in this matter does not allow for prolonged periods to complete minimal competencies on the part of the students. To a degree the requirement to finish a course by a specified time tends to negate one of the basic premises of competency-based learning that students learn at different rates.

Respondent: Sedley D. Hall

ANDREWS UNIVERSITY

No CBTE programs at this time.

Respondent: Dr. C. L. Gemmell

AQUINAS COLLEGE

The program is the reading-language arts component of the Model Teacher Education Program (METEP) funded by OE at the University of Massachusetts. It was developed by Dr. David Yarington, Dr. Masha Rudman, and students. It has been tested with over 2,000 students over a period of five years. It's major strength is that it provides alternatives for students in choice of modules and in choice of learning opportunities. Approximately fifty elementary and twenty secondary students are involved. During the 1974-75 school year a competency-based undergraduate reading specialist program is being developed at Aquinas under a new OE Grant. If the program were in a course format it would look like this: Teaching Reading and Language Arts (6 credits), Techniques in Remedial Reading (3 credits), Practicum in Remedial Reading (3 credits), Teaching Reading at the Secondary Level (3 credits), Teaching Reading to Special Populations (3 credits), Reading Clinic Practicum (6 credits), Research in Reading (3 credits), Diagnosis of Reading Difficulties (3 credits), Case Studies of Reading (3 credits), Tests and Measurements (3 credits), Early Childhood Education (3 credits).

Respondent: Dr. David Yarington

CALVIN COLLEGE

In 1969 Education Psychology and Introduction to Teaching were fused into a concurrent two-course offering with four hours per week of laboratory work in one school. This has now been increased to eight. Furthermore, whereas originally we worked with approximately 20 schools for laboratory experience we now work primarily with five. This is true for all elementary, special education, and secondary students.

CALVIN COLLEGE
(Continued)

At this point the program for secondary comes under the jurisdiction of other departments. The elementary and special education tracks continue to promote a CBTE framework. The most salient features continued in the program are: 1) pre-specification of objectives, and 2) a laboratory dimension to "book learning." Future goal is to increase specification, at the performance level, behaviors relevant to teaching/learning. Approximately 150 students involved.

Respondent: Dr. Jack Wiersma

CENTRAL MICHIGAN UNIVERSITY

A number of programs are in operation at this university, as follows:

Home Economics: Approximately twenty-two students in methods and curriculum in home economics.

Respondent: Freddie Simonds

Student Teaching:

a. Northeastern Student Teaching Center: The Northeastern Student Teaching Center competency program evolves from a basic professional laboratory semester experience which historically included a student teaching and additional hours of separate educational course work.

The competency model is an attempt to make more relevant the learning experiences evolving from the traditional 'courses' taught in the Center, and in fact, to be more accountable in that these learning experiences do result in the development of identifiable teaching competencies and skills which can lead to being more effective in the classroom in helping learners learn. The focus in the program is upon specified performance competencies. Learning activities are predominantly individualized with some small group interaction also. Such learning experiences evolve from separate modules/learning packets, each designed to guide the student through learning activities at both knowledge and performance criteria levels.

At this time the program seems viable and to hold real promise for doing a better job of preparing a teacher for effective service in our school classrooms. Perhaps this is because of the greater emphasis on performance of specified competency skills, beyond just knowledge about them, which is where we too frequently in the past have stopped.

Problems in our program stem mainly from mechanical matters. Because of geographical distribution of our student teachers in this Center, it is difficult for the students to commute to our Learning Center as needed to progress through the learning modules. The problem of taking the knowledge criteria

CENTRAL MICHIGAN UNIVERSITY
(Continued)

and applying them at the performance level requires much cooperation from the cooperating school personnel. Maintaining such cooperation and understanding of program requires a tremendous amount of time on behalf of the program supervisor, more than sometimes seems possible within the total scope of the position of University Supervisor at our institution. Overall, the program places high demands on the time and energies of the person directing the program.

Although mechanical modifications can be expected in our efforts to make the program more manageable, the basic design will remain for the forseeable future.

Respondent: John C. Meyer

b. Swan Valley Teacher Education Center

The ideas "flying around" the center generally fit into four main dimensions of its operation: (1) Pre-Service, (2) Inservice, (3) Research, and (4) Resource.

(1) The Pre-Service Dimension--Two years ago, a committee of public school teachers and administrators identified eleven teacher roles and fifty-five teacher competencies which must be successfully demonstrated before completion of student teaching. These competencies have been updated and altered each semester in a continued search for teacher competencies which will result in learning for public school students. Students experiment with different media of learning in order to develop selected competencies. This semester Classroom Management and Transactional Analysis competencies and modules have been added to our basic program.

(2) The Inservice Dimension--The Swan Valley Center provides materials, ideas, and a facilitator for public school inservice programs, as well as offering a variety of graduate classes for inservice teacher education.

(3) The Research Dimension*--During the summer of 1973, eight studies were conducted in order to obtain data on the programs and practices of the Swan Valley Center. The major thrust of the research reflects a high regard for our C.B.T.E. venture. Two graduate classes conducted studies in the fall of 1973, which surveyed student teachers' and public school teachers' attitudes toward selected teacher competencies. For the Far West Regional Educational Laboratory, research was completed on two protocol packages, i.e. Interaction Analysis and Discussing Controversial Issues.

All of these activities are designed to keep the Center regenerative and open to changes which will improve the process and product of our program.

CENTRAL MICHIGAN UNIVERSITY
(Continued)

(4) The Resource Center--The director of the Center is continually searching out and receiving filmstrips, tapes, books, and modules from outside agencies. As resources expand, so do the learning options available to our student and cooperating teacher clientele. As an example, the personnel at Shields Junior High and Swan Valley High School feel free to drop in during the day to seek ways to improve the instruction in their classroom.

Respondent: Michael P. Wolfe

*c. Student Teaching Department--Our department has been earnestly pursuing the accomplishment of the CBTE TASK FORCE REPORT charges:

1) To formulate competency statements for the courses within our department leading to initial certification and

2) To develop evaluation procedures and/or instruments for the evaluation of these competencies.

Since our initial workshop last October, we have devoted four additional workshop sessions to Charge #1. Due to the unique nature of our Department, the CBTE work takes place via total departmental workshop sessions. Although this characteristic allows for maximum participation of our faculty members, our progress is inhibited to some extent by limited time. We have, however, produced goal/objectives for all our courses: EE 354-355--Directed Teaching, EE 396--Seminar in Elementary Education, SE 364-374-Directed Teaching, SE 301--Teaching in Secondary Schools, and SE 309--Senior Seminar in Education. One additional feature should be mentioned. We have included nine representatives of public school personnel, teachers, and administrators in our workshops.

Our efforts are currently directed toward the refinement of these goal/objective statements so they more closely resemble behavioral objectives with the components of condition(s), behavior, and criteria. After this is accomplished, we will proceed with work on Charge #2, the development of evaluation instruments and/or procedures.

Respondent: Dr. Bonnie Schulwitz

Educational Media: Since 1970 certain members of the Department of Secondary Education have been engaged in changing Secondary Education 307, Educational Media, to a competency-based format. Since Winter Semester, 1973, the course could be described as such. All students in Secondary Education, over 1,000 per year, are required to take this two-hour class. The class is taught with the equivalent of 1 full-time instructor (one instructor is 3/4 time, the other 1/4 time).

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The course is divided into five competency areas and at the conclusion of the course students will:

1. Understand how instructional technology can aid in the total education process.

2. Be able to select, according to objectives selected, the appropriate media hardware and software.

3. Be able to produce basic visual and auditory software.

4. Be able to operate basic visual and auditory hardware.

5. Understand the rationale behind the writing of behavioral objectives and tell adequate from inadequate objectives.

The competency areas are developed in eight modules which together include over 200 behavioral objectives of the terminal type. Some objectives include many enablers. A manual has been developed which includes all the objectives, pre- and post-testing, involvement forms (to direct note-taking) and directions to the students as to alternate kinds of instruction, early completion options, regulations, etc.. Instruction is individualized, primarily by the use of an audio visual tutorial system which utilizes slides and tapes. Simulation is used to develop a materials selection technique and students, at their option, can attend a lecture over the objectives for most of the eight modules.

Assessment indicates that 90% of the students can accomplish 90% of the course objectives. Furthermore, formal attitude surveys indicate that students like the course at least as well as they like other courses in the professional education sequence. However, the developers have met with much resistance from other members of their department (and now other departments) to get support for the kind of instruction that is involved. The course is criticized because it is too impersonal (how do you personalize a course with 500 students per semester with the equivalent of one full-time instructor?), because the lectures are poorly attended, and because some of the objectives appear to some as too trivial. The course, while it is now completely operational with a CBTE format, is constantly undergoing revision. We are now in the process of examining objectives for appropriateness and possible triviality. We are also considering the whole area of impersonality. Of paramount importance is achieving a better "feeling" for this course within the Department of Secondary Education.

Respondent: John B. Bergeson

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*Early Childhood and Elementary--The Early Childhood and Elementary Education Department elected to work through already formed interest groups in developing goals and competency statements necessary for a competency-based program. The following courses are represented in the interest group. Reading/Language Arts (E.E. 430) Science/Social Studies (E.E. 431) Arithmetic (E.E. 428) Educational Psychology (E.E. 232, E.E. 393) Education in Michigan (E.E. 395). Each interest group took responsibility for developing goal and competency statements for its own area.

The major thrust has been with the methods courses (E.E. 428, E.E. 430, and E.E. 431). In each of these areas, goals have been formulated, tentative competency statements written and in some cases activities developed, criteria established and evaluation techniques employed.

Frank May's competency-based reading program (Merrill Co.) was adopted and piloted in one section of E.E. 430 in both the Fall, 1973 and Winter, 1974 semester. An additional competency-based section will be offered in the fall of 1974. Presently, this interest group is involved in developing competency statements for language arts. Specific content areas were identified and individuals assigned to each.

In science, major areas of competence were identified and goals for each were formulated. Competency statements were then derived for each goal. Presently three modules, which were designed for use with a competency-based program, have been developed and are being piloted with four E.E. 431 classes. These modules contain competencies to be acquired, activities to be performed, criteria for judging a successful performance and instructions for recycling if the performance is unsatisfactory. Four other modules are in progress and will be piloted in the spring and summer sessions.

In math, the total group worked in identifying major goals and formulating competency statements for each goal. The development of test items are now in progress for four basic operations; addition, subtraction, multiplication, and division.

Competency statements for E.E. 395, E.E. 232, and E.E. 393 are in progress.

Respondent: Sandra Harris and Alice Hoskins

*Special Education--For almost three years the Department of Special Education has discussed and supported the concept of developing a Competency Based Teacher Education program. . . . . Consequently, the Department of Special Education faculty has been in a better position to review its programs and to work on the identification of those competencies to be required of students in teacher preparation programs as requisite for successful teaching activity in the areas of

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emotional and mental impairment. Graduate students have contributed to our progress toward the CBTE program by developing modules for the teaching of competencies in those specific areas in which they have felt inadequately prepared as first year teachers. The faculty has attempted to develop increased program continuity between the university and program and public school instruction by serving as consultants, program evaluators and supervisors of field-based experiences for its major students. Through this contact, an assessment is made of the performance of the students and the appropriateness of the university curriculum.

The previously described activities have assisted in bringing the department to a point of awareness and need recognition that is best summarized by the following:

1. An appreciation of the value of the CBTE model as we attempt to design a training program reflective of both the needs of the individual student and the competencies reflective of successful performance as teachers of the emotionally and mentally impaired.

2. A growing concern for the need to identify those characteristics that might be useful indicators of future success for those students aspiring to teach exceptional children.

3. An increased awareness of the need for an initial screening and follow-up program to review the progress of each student throughout the training process.

4. The urgent need for a variety of alternative instructional approaches designed to meet the needs of each student and provide expanded opportunities for practical experiences and field based activity.

5. The requisite need and desirability of examining the several components of the training program in light of their specific goals, expectations, and objectives (stated and otherwise) that are presumed to contribute meaningfully to the professional preparation of special education teachers.

Also a graduate learning disabilities program has been approved by the State Board.

Respondent: Delores Toms and Ronald Sexton

Elementary Science: A grant for the development of a CBTE program was awarded to Central by the State Board. The focus of the Elementary Science Project (ESP) is to develop a competency based college level

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elementary science methods course. The ESP involves college instructors, elementary teachers, an elementary principal, and a director of elementary curriculum. The cutting edge of the ESP is in the development of seven modules dealing with the interrelated areas of teaching along with twelve modules in the areas of science education. The science modules will incorporate objectives from the State of Michigan Minimal Performance Objectives in elementary science along with input from elementary teachers.

Students currently in two of our science methods course sections will be divided into an experimental group and a traditional group. The experimental group will begin working on the modules on March 18 and will need to successfully complete three modules before they are eligible to try out one of the State Minimal Performance Objectives with children in field experience I. This mini teaching session (field experience I) will come some time at the end of April or the beginning of May, after the student has made several classroom observations. There will be a pretest and post-test for each college student entering and exiting each module as well as a pre- and post-test of the elementary children receiving instruction by a college student in field experience I.

Work will continue on the ESP through the summer with revisions, changes, deletions, and additions made wherever appropriate. In the fall (September), college students who have been involved in the experimental group and are assigned to a student teaching placement will participate in field experience I

In the second field experience, the student will follow the same procedures as in the first one except that a different objective will be chosen to be taught to the children. Also, there will be some attempt made to test the college student's retention of information carried over from the science methods course to the student teaching experience.

Respondent: Dr. Robert Oana

*School Psychological Services--The change in the official role of the school psychologist has in many cases prompted changes in university training programs. One such change has been the conversion of programs based on credit hours and course content into a competency behavioral referenced format. Central Michigan University in cooperation with six other Michigan universities and the State Department of Education has participated in conceptualizing and implementing a state-wide minimum competency model for the training of school psychologists. The Central Michigan competency program is set up along the following format. There are 11 major headings or broad based areas of competency. Within each broad area there are 67 specific competencies. For each of the 67 competencies there are specific criteria presented as to the behaviors expected, the delivery system (where and how the competency is to be developed) and finally the method of evaluation or how that competency is to measured and recorded. In all there are 74 criteria, delivery system(s) and method(s) presented for the 67 competencies. . . . . .

The 1974-75 academic year will serve as a field test year for the format. Additional work is presently needed in developing alternative methods of evaluation for proposed competencies. A solution may be the expanded use

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of video tapes which would provide a permanent record of skill and could be later viewed for agreement as to the level of competency. Samples of such recording could be abstracted and serve as the permanent record of demonstrated performance.

The format used at Central has been positively received at the state level and has been recommended as a model for other university programs. While limited in number, copies of the entire competency program are available for review from the School Psychology Unit, Department of Psychology.

Respondent: Walter Lesiak

Industrial Education and Technology--planned within next three years. Under the leadership of Drs. Ronald Lutz and Joe Yabu, two of the professional methods classes have been developed on a competency base. These courses include a Curriculum Development and Facility Planning course and a Problems and Methods of Teaching Industrial Education course.

Future efforts will include an in-service session with selected members of the department. Following the effort, a systematic effort will be made during the forthcoming academic year to develop a technical course offering on a competency base.

Respondent: Louis G. Ecker

*Guidance and Counselor Education--Under the leadership of Dr. James Owen, Department Chairman, the services of Phillip W. Bugg were contracted from the Instructional Resources Division of Central Michigan University early in 1972.

Weekly meetings were held in which strategy was proposed to include program planning, development, and budgeting. The results of staff interaction with Mr. Bugg made it evident that the Competency-Based educational goals of the Department of Guidance and Counselor Education were:

1. To develop a taxonomy of behavioral outcomes or criterion variables.

2. To develop a taxonomy of experimental or independent variables which are applied to produce behavioral outcomes.

3. To identify the variables that describe the psychological setting and environmental conditions relevant to a functioning counselor.

4. The identification and definition of variables descriptive of functional counselor effectiveness.

Presently the staff members are engaged in the process of integrating the results of the study which overwhelmed each member when they attempted to investigate the complex variables in the personal performance in all of the learning activities found in the Master of Arts requirements in Guidance. Having no funds to engage in sophisticated research activities and continuing the important investment of time in the on-going program, it is by no means a completed task at this juncture. The staff members feel the incomplete status of the program should not be interpreted as a sign of failure in achieving a goal but rather a healthy indication of flexibility and growth in attempting to keep abreast with our ever-changing profession. . . . . .

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Performance-Based Counselor Education is seen as a way of accomplishing those notions that are inherent in many theories of counseling. Specifically, 1) responsibility for learning is placed on the counselor in preparation; 2) systematic use of feedback enhances the learning efforts of prospective counselors; 3) objectives are explicit and shared with learners in advance of evaluation; 4) individual styles and needs are adhered to; 5) baseline data is provided to better evaluate and revise programs; and 6) theory and practice are integrated effectively. . . . . .

All of the conclusions on Performance-Based Instruction are not in, but the findings of this Department indicate that it is a legitimate means to modernize and a useful way to meet change.

Respondent: James Owen

*Educational Administration--Presently the Department of Educational Administration is designing a formal CB program for secondary school principals. Specific objectives include: (1) the individualization of the preparation process, (2) the design of a CB self-paced curriculum, (3) utilization of the resources and technology of the university, specifically the Self-Instructional Systems Center and (4) the compression of time and the improvement of information transfer.

Competency statements have been written and will be presented using a three phase model; familiarity with the technical, conceptual, and human aspects of problem resolution, understanding of these areas, and the application of approved and accepted Administrative practices.

The CB program described above presents several challenges and raises some problems. The demand for specificity in administration programs and the elimination of wasted time and effort clearly can be resolved by the individualized CB program. The goal at Central Michigan University is to systematically produce a competent school administrator. This challenge has been the objective of the Department of Educational Administration with the school community being the evaluator of the "Product Produced."

Respondent: Robert C. Mills

*Excerpted from "School of Education Newsletter" Central Michigan University, V. 3, No. 3, May 1974.

EASTERN MICHIGAN UNIVERSITY

No CBTE programs at this time, however, planning to implement CBTE program within the next two years in the following areas:

Elementary education	
Secondary education:	industrial arts
Graduate programs:	Guidance and Counseling, special education (learning disabilities), industrial arts, early childhood education, elementary education.

Respondent: Allen Myers

FERRIS STATE COLLEGE

No CBTE programs at this time, however, planning to implement CBTE program within one year in the following areas:

Secondary education:	Allied Health Education, Business education, Math education, Science education, trade-technical education.

Efforts are following a systemic approach using competencies based upon the activities of an instructional development model.

Performance objectives are nearing adoption for competency clusters in Instructional Media and Evaluation. Student involvement is provided for in the adoption process, particularly related to language clarity and understanding

Respondent: Marlin A. Walter, Thomas G. Cook

Competencies of All Secondary Teachers

A grant for the development of a CBTE program model was awarded to Ferris by the State Board. The Michigan COAST Project is a statewide effort to design a competency-based program model for the preparation of teachers in all secondary school disciplines. The model will be based upon the input of selected classroom teachers from five school districts representing 18 disciplines. This is a cooperative project between Ferris State College, Wayne State University, and several LEA's.

The following represents the basic areas of concern involving Ferris State College:

Definition of Assessment Need

The assessment aspect of the CBTE program design is a major problem. This problem appears to concern two major questions:

1. What is an assessment model that every Michigan teacher education institution could use to:

   a. construct test items for competency assessment?

   b. construct a process for module assessment with selected "try-out"?

   c. provide for both pre-test and post-test?

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d. incorporate field-based assessment?

e. establish reliability and validity of the assessment procedure?

2. How can assessment data and procedures be utilized in a scheme for general program evaluation?

The LEA's will be involved in the following phases of the assessment component of the project: a) identifying guidelines of the model, b) clarifying process (review of model), c) determining levels of achievement (criteria), and d) pragmatics of field implementation.

Instructional materials development consists of the process of identifying, developing, or adapting the preparation materials designed to provide the trainee the opportunity to acquire the necessary knowledge and skills prerequisite to a demonstration of the competencies previously specified.

A model framework for CBTE instructional materials development involves the purchase and review of available CBTE instructional materials, the selective development of additional instructional materials, and the adaptation of each to specific phases within the professional sequence. It involves development of media and the development of a representative sampling of modules or instructional packages intended for trainee utilization in the preparation for competency demonstration, and the "trying out" or testing of modules in a variety of settings to determine their effectiveness.

Respondent: Walter Ritchie

GRAND VALLEY STATE COLLEGE

No CBTE program at this time, however, planning to implement program within two years in the following areas:

Graduate programs: Elementary, middle school, secondary school, Special Education.

Special Education: An undergraduate learning disabilities program has recently been approved by the State Board.

Respondent: Dale Olsen

HILLSDALE COLLEGE

No CBTE programs at this time.

Respondent: Dr. Gerald Fallon

HOPE COLLEGE

No CBTE programs at this time, however, planning to implement program in the next few years in the following areas:

Elementary education
Secondary education: Professional education sequence

Respondent: Dr. Lamont Dirkse

KALAMAZOO COLLEGE

No CBTE programs at this time, however, planning to implement program in the next few years in the following area:

Secondary Education: basic liberal arts subject

Respondent: Dr. Romeo Eldridge Phillips

LAKE SUPERIOR STATE COLLEGE

Partial implementation with further implementation within the next two years in the following area.

Child Development Associate (1974-75).

Respondent: Dr. Harold Bergsma

MADONNA COLLEGE

In 1972 Madonna College developed a competency based--field experience oriented teacher preparation program for all its education students. Early field experience, and personalized contracts were established as the means for developing a set of 18 competencies which were derived from the teaching-learning process. The 1973 class of 40 prospective teachers was the first to graduate having demonstrated at least an initial level of performance in each of the competency areas. The 1974 class of 25 will have demonstrated competency in a variety of settings in both short and longer range experiences.

No pre-defined criteria for assessing competency have been established and made public in advance. Expected levels of mastery are left open-ended and not prescribed. We could not justify setting an arbitrary performance criteria for each competency without authority for judgment based upon research validation since it is not performance on the criterion item that is important but the inference that is made regarding teaching competency. Hence a variety of evidence of

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(Continued)

appropriate behaviors in the areas defined as significant competencies is required. Varying the nature and level of the simulated and actual field experiences is the means for securing this evidence of competency development.

The program is operating at about the same level over the past two years. Experience has suggested some specific development modules, but released time to work on packaging these materials has not been available. In particular, modules for the beginning college student engaged in initial field experiences are necessary. Official contracting with instructors to develop competencies in addition to course loads has proved too time consuming of an overload for the faculty, and contracting has generally been abandoned.

In addition, an undergraduate learning disabilities program has been approved by the State Board.

Respondent: Sr. Marie Karen Shirilla

MARYGROVE COLLEGE

All members of the Education Department at Marygrove College are actively working on a CBTE program. The following outline summarizes our research and development.

I. Preparation for Study

A. Three members attended an AICUM workshop at Alma College on CBTE.

B. Purchase of books, journals, and component programs.

C. Study sessions to discuss AACTE and other publications.

D. Workshop at which Sister Karen presented the Madonna program.

II. Departmental Planning

A. Four department meetings devoted to discussion of alternatives and priorities.

B. Formulation of three sub-committees to initiate the following:

1. Subcommittee for Planning with Schools

This committee has planned a workshop for May 7 with cooperating teachers from Leonard School in Southfield and St. Alphonsus School in Dearborn.

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2. Subcommittee to Describe Ideal Marygrove Program

This committee has organized all of the present course objectives into knowledge, component performance, and integrated performance categories. We are ready to complete a needs assessment by applying criteria to objectives. The next step will be to determine major exit competencies.

3. Subcommittee for Quest with Students

This committee is developing questionnaires for each program which will be submitted to students and graduates of the program.

C. Total Department Committee

Bi-weekly meetings of the department are held to get feedback from subcommittees. The department will develop a PERT chart for the next three years during their May workshops. In addition, the State Board has approved a graduate program in learning disabilities.

Respondent: Dr. Clarice M. Stafford

MERCY COLLEGE

CBTE program is restricted at this time to only one course in the sophomore year. Two others are now in the planning stages.

Respondent: Dr. Douglas J. Kolb

MICHIGAN STATE UNIVERSITY

A number of programs are in operation at this university as follows:

Elementary education: This was initially funded by EPDA B-2 grants. The state-level pupil performance objective materials in reading and mathematics were made available to MSU and public school staff who defined competencies in terms of those objectives. They also developed training modules and assessment procedures. In addition, the project includes teacher competencies in the social-emotional area. In the absence of pupil performance objectives in this area, campus and Lansing school staff have derived teacher competencies which, in many instances, are implied by pupil performance objectives. Approximately twenty-two interns were involved in the program initially.

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Generic Competency Program: The development of Generic Competencies in the Competency Based Teacher Education Program at MSU originated as a secondary program--but much of it has been found to be also applicable to elementary teacher training. This program involves the development of, and instruction in, several competencies judged to be of a generic nature, i.e., generally applicable to teachers at all (most) grade levels and subject areas. The project was planned in the Spring of 1972 with the initial development taking place during the 1972-73 school year, and was financed in part by an EPDA B-2 grant from MSDE to the Lansing school district and Michigan State University. Further development and implementation is taking place during the 1973-74 school year. The program in its present state, involves instruction in the following competencies:

1) Preparation and Implementation of Instructional Plans (Module 1)
2) Classroom Management; Pupil Teacher Interaction (Module 6)
3) Effective Reading; Relating Reasoning Process in Reading to Subject Area Goals (Module 5)
   Assessing Reading Levels and Abilities of Students (Module 6)
   Individualizing Instruction on the Basis of Reading Ability (Module 7)

These competencies have been defined, developed, and refined to the present form by development teams under the general direction of the student teaching office. Major features of the program in its present state are:

1. The cooperative participation between Lansing school district personnel and the student teaching office at Michigan State University in the planning, development, and implementation of the program.

   a. Competencies for initial development were selected cooperatively by public school teachers and college personnel.

   b. Five classroom teachers, assigned as clinical consultants in the student teaching program, have been involved during each of the development years. . . . . .

   c. A new role--that of a clinical instructor--has emerged in the program and is filled by a classroom teacher who provides in-class instruction and evaluation for the undergraduate teacher trainees in the school. . . . . .

   d. Clinical instructors, as well as clinical consultants, have been extensively involved in the selection of competencies and the development of training materials.

2. An in-service program for teachers in the schools where undergraduate students are assigned for their field experiences in the program. Eight Lansing buildings have been identified as training sites. . . . . .

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University faculty providing instruction in the competencies have also been required to demonstrate their competency as a pre-condition to their providing instruction in that competency area.

3. Final evaluation of competency in each of the competency areas is effected in the field during the student teaching experience. Instruction is provided in the field setting, as student trainees work in schools during the term prior to student teaching. . . . .

During the Spring quarter of 1974, fifty-five students are participating in the second phase (student teaching) of the program and 82 in the first term (pre-student teaching). Thirty-eight of the student teaching group and 44 of the pre-student teaching group are secondary trainees, the balance are in the elementary program. The proportion of the fall term students in this CBTE program is about 19%.

The major problems identified to date are developing and refining materials that stand the test of actual applicability and effectiveness in the classroom situation, locating sufficient space for the laboratory component of the program, and of course, manpower and communication. In addition, more needs to be done in securing relatedness to the balance of the teacher education program and in the development of a management system for record keeping and monitoring student progress. The strengths of the program are seen to be:

A) The close cooperation between a public school system and a university teacher education program.

B) The field base component for pre-student teaching instruction which provides for a close integration between the methods work preparatory to student teaching and the actual job demands in the field. . . . . .

C) The in-service component, in which clinical instructors, clinical consultants, and teachers, . . . have actively sought an opportunity to demonstrate their competence at a level at least as high as that expected of beginning teachers. The in-service dimension has been conducted in close cooperation with the Lansing school district and in fact a Lansing school faculty member has provided the leadership.

Future directions: It is anticipated that time will be sought from student schedules to participate in the pre-student teaching phase in the program and that it will be recommended that the program expand to include most, if not all, the people going through the undergraduate program who are not enrolled in special projects of one sort or another. Work is presently underway to identify the total scope of the generic competencies that should be included in the total program and as soon as these are identified the instructional materials will be prepared and a total program design will be proposed.

Respondent: Henry Kennedy

MICHIGAN STATE UNIVERSITY
(Continued)

Physical Education and Recreation for the Handicapped: The Physical Education and Recreation curriculum preparing students to work with handicapped is totally competency-based, field-centered at the master's level.

The undergraduate curriculum have aspects which are competency-based. In addition, we offer a competency-based program (course) to the students in Special Education to prepare them as teachers to work in physical education and recreation with their handicapped students. This same competency package is being used for in-service training of special educators.

Respondent: Dr. Carol Ann Peterson, Dr. Janet Wessel

Elementary Reading Methods: Involves about 200 students per term, in operation since 1970. Approximately 4,500 students have graduated who have had this course.

Respondent: Dr. Gerald Duffy

Secondary Education: This is a four year undergraduate secondary education pilot program which began in the fall 1973, involving about 25% of the freshmen.

Respondent: Sam Corl

School Psychological Services: The Specialist program which currently enrolls 22 students with seven faculty members, is designed for those persons who plan to devote their professional career to some aspect of school psychological services and desire to achieve a level of proficiency which will enable them to assume a role of leadership based upon a considerable depth of understanding in their work. Individual programs are planned to take into account the professional goals and background of each student. Graduate studies and experiences are available from colleges and departments throughout the University which develop needed skills and understandings. Each program is based upon a planned sequence of laboratory internship experiences which is complemented by graduate study in education and supporting disciplines, such as psychology and sociology.

The program includes a minimum of 45 credits of study beyond a master's degree, when the degree has been earned in a one year program in an appropriate field at an approved institution, a minimum of 30 credits of study beyond the present 60 term hour master's degree at Michigan State University, or a minimum of 90 quarter hours beyond the bachelor's degree when a master's degree is not part of the total experience. Typically, a minimum of 39 term credits must be taken in the major area, 24 term credits in related disciplines (usually Psychology) outside the College of Education, 15 hours in one or more areas of education other than the major area and 15 term credits in laboratory studies.

Respondent: Dr. Harvey Clarizio

MICHIGAN STATE UNIVERSITY
(Continued)

Special Education: A graduate learning disabilities program has been approved by the State Board.

Counseling, Personnel Services and Educational Psychology: The Systematic Counseling Program at Michigan State University was begun in 1968 and has grown to accommodate approximately 100 students each year in elementary and secondary counseling, community college counseling and rehabilitation counseling. It is being expanded to include urban counseling during 1974-75. Over 500 trainees have graduated from the program. Fifteen former doctoral candidates have completed their studies and are using the basic model at universities where they now are professors.

Our biggest problems have been in creating learning packages and in finding sufficient support for the supplemental staff (doctoral candidates) that are necessary to handle the individual supervision during clinical (or practicum) phases of the program.

The greatest strength is the sequenced learning of basic knowledge and skills that provides a full range of experiences without duplication or gaps as well as the applied aspects that are built into each stage of the learning process.

As time and financial assistance become available, we hope to increase the amount of programmed material for learning basic skills and develop a greater range of simulations for practicing the skills.

Respondent: Norman R. Stewart

Secondary Education and Curriculum: An undergraduate degree program in vocational education planned for 1975-76.

Respondent: Cas Heilman

MICHIGAN TECHNOLOGICAL UNIVERSITY

Secondary Science and Math programs involving 15 students each, first year of operation.

Respondent: Calvin W. Gale

NAZARETH COLLEGE

In the process of developing its entire four-year program in competency-based terms, referred to as the McGrail Plan.

The heart of the education program at Nazareth College is the expectations in the liberating arts. There are six of these expectations. Each is considered equally important, and each is considered to be as important

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(Continued)

as the professional competency. In some detail, the liberating arts expectations are:

1. Communication: Competency in the native language in its written, reading, oral, and aural forms. A necessary condition for competency with the language skills is the ability to think critically and analytically.

2. Aesthetic Awareness and Creative Expression: The capacity to mold or form and perceive sound, color, motion, concepts, and texture in non-utilitarian ways.

3. Ethical Values and Religious Meaning: The ability to recognize and evaluate moral and religious dimensions in life.

4. Man and His Relatedness: The recognition of the time-space relationship of man to his environment in its historical, psychological, anthropological, and scientific dimensions.

5. Inquiry: An understanding of the experimental methodologies in the natural and social sciences; of the nature and meaning of philosophical, speculative thought.

6. Self-Direction: The clarification and expansion of the student's immediate and long-range life of learning.

The criteria and the exact procedure by which students will be evaluated in the six liberating arts expectations are now being determined by a committee composed of students, faculty and administration. However, it is envisioned that the student and his advisor will present materials* (*the materials might be a dossier of class records, papers, artifacts, publications, records of public performance, letters of recommendations, certifications, etc.) to the expectations committees as evidence of the student's fulfillment of the expectations. The committee will then examine the material in close cooperation with the student and his advisor, and declare whether or not the student has reached the expected level.

The process of achieving the expectations should not be thought of as six comprehensive examinations taken in the last year. Rather, it will be an on-going process, spread out over the student's entire stay at Nazareth College.

The Seventh Expectation of the fully Human Self is the professional competency. In striving for competency in this seventh expectation, the Nazareth College student may accept a pre-planned course of study in the human service areas of health services, management and administration, social services, or education. That is, the student may follow a particular curriculum determined by the faculty. This

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(Continued)

curriculum may include classes, independent study, directed reading, internships, off-campus work experience, etc. If the student does not choose to follow the pre-planned curriculum, he may, with the help of his faculty advisor, design his own program in one of the four areas of human service. . . . . .

The new direction at Nazareth College gives the student six basic freedoms which do not generally exist in traditional programs:

1. A Student Graduates Upon Attainment of the Seven Expectations.

   This means that the student does not have to achieve a certain number of credit hours to graduate, and that the student is not confined to a certain time period in working for his degree. He sets his own pace for meeting the expectations.

2. Faculty within the Academic Areas Related to the Expectations Evaluate the Student's Fulfillment of the Expectations.

   For example, faculty members from the disciplines of English, theatre, psychology, reading, and philosophy would serve on the communications expectation committee.

3. Students Participate in the Evaluation Process, Which is A Learning Experience for Which Credit May Be Earned.

   For this assistance in self-evaluation, the student may register for credit.

4. The Student May Fulfill the Expectations Through a Variety of Learning Experiences Such As Independent Study, Tutorials, Classes, Etc.

   The student does not have to take any particular courses to fulfill the expectations. However, courses will be offered to help students achieve them. It must be remembered that some areas of study, such as education, have certification requirements. And while the student need not take particular classes to meet the specific professional requirements, he must prove his competency or attain it by some method, be it classes or an experience of his own design.

5. The Student and Faculty Advisor Agree, Through An Advisory Contract, On a Plan of Study Directed Toward Achievement of the Expectations.

   The advisory contract at Nazareth College is an agreement between the student and his advisor which specifies the student's immediate and collegiate goals. It may be revised or reaffirmed periodically in light of the student's progress, change in goals, shift in viewpoint, etc.

NAZARETH COLLEGE
(Continued)

The advisory contract sets forth the means or ways by which the student hopes to fulfill the expectations. The advisory contract may also spell out the time period for the achievement of goals, and the roles of the student and the advisor in the pursuit of the expectations.

6. A Committee is Studying the Feasibility of a Plan Combining Traditional and Non-Traditional Grading Systems.

In addition, an undergraduate learning disabilities program has been approved by the State Board.

Respondent: Sister Gabrielle Henning

NORTHERN MICHIGAN UNIVERSITY

The programs are not complete, however, they have defined competencies and are now assigning competency development to specific course areas and procedures. Areas include generic competencies in elementary education, competencies in elementary science and math, and generic competencies in secondary education. A graduate learning disabilities program was recently approved by the State Board.

Respondent: M. Harold Truex

OAKLAND UNIVERSITY

An elementary program is planned to start in 1974-75 and will be a four year competency-based program. In special education, a graduate learning disabilities program was recently approved by the State Board, and an E.D. program is planned for 1974. In 1973 Oakland received a small EPDA B-2 grant from the State Department, which initiated activities to revise the entire elementary program to a competency-base.

Oakland staff assigned to the B-2 program and Pontiac teachers developed preservice competencies for elementary teachers. They also included elementary school students and parents in competency identification. Much of one year was required for the identification and refinement of competencies. This program was more field based than campus centered and had limited campus staff involvement, involving eighteen interns. The competencies being worked on include specific skill areas, as well as those in the affective domain.

Respondent: L. J. Hetenyi, Roderic E. Righter

OLIVET COLLEGE

No CBTE programs at this time, however, are interested in and exploring the concept.

Respondent: Fernand Goudreault

SAGINAW VALLEY COLLEGE

An elementary program involving 200 students is in its first year of operation, and is a three semesters program. All faculty and students in this area are involved.

Respondent: Harold W. Peterson

SIENA HEIGHTS COLLEGE

No CBTE programs at this time, however, plan to implement CBTE within the next five years in the following areas:

Secondary education: Occupational Teacher Education
Graduate: Guidance and Counseling

Respondent: Sister Claudia Hinds

SPRING ARBOR COLLEGE

No CBTE programs at this time, however, are studying CBTE in teacher education committee and plan to implement program within five years in elementary and secondary education.

Respondent: Dr. J. Leon Winslow

UNIVERSITY OF DETROIT

Programs planned for fall, 1974 include: elementary education; secondary education--social studies, science, math, English; graduate education--learning disabilities (also undergraduate), school administration.

Respondent: Thomas Glass

UNIVERSITY OF MICHIGAN

Competency-Based Teacher Education in the Teacher Education Division of the University of Michigan was initiated through the Task Force for Innovative Teacher Education in 1972. At that time, it was found that two courses already had been involved in Competency-Based Teacher Education. They were the Elementary Science Methods course and the Elementary Math Methods course. Both of these courses defined a series of competencies from which students could choose to go through the program. Some competencies were mandatory; others were student-selected. Reactions from the students and professors in the courses indicated that such a competency-based program should continue. This was taught for three semesters and then competencies were revised for the school year 1973-74. Students complained that the amount of work necessary to go through a competency-based course was greater than that going through a traditional course. They felt, however, that the amount was worth it, and only wished that they could have more credit.

In 1973-74 secondary school Social Studies Methods course was competency-based in the teacher education component. Competencies were also established in secondary school science education for various phases of science teaching; earth science and biology. Evaluation and research is continuing in these areas.

In 1973 a proposal for developing a competency-based teacher education program in science education was developed and presented to the State Department of Education. This was funded and we are now in the midst of developing a new and more complete course in competency-based teacher education, using teachers in the Ann Arbor School District and their actual experiences as a base for Competency-Based Teacher Education.

The University of Michigan's Occupational Teacher Education Program is a competency oriented approach to teacher training. The program does not distinguish between occupational service areas (i.e., T & I, Health Occupations, Business, and Distributive Education) for the professional course content. However, the technical content is quite different depending on the occupational subject to be taught. Common professional teaching competencies are emphasized while individualized learning contracts and directed teaching experiences are utilized to develop applications to specific service areas.

The undergraduate pre-service and in-service program began in the Fall of 1971 with students recruited from community college vocational-technical curricula. Students with occupational work experience were given priority in enrollment, and those without work experience were enrolled in "Structured Work Experience" courses designed to provide on-the-job learning experiences. The maintenance of students' occupational competencies is encouraged through part-time work in their respective occupational areas for all students during the program.

UNIVERSITY OF 'IICHIGAN
(Continued)

Students with a minimum of fifty-five semester hours of transfer credit and letters of recommendation enter the program as juniors and can complete the requirements in two years. Baccalaureate degrees are earned and graduates are qualified for general and vocational teacher certification.

Two hundred and sixty-nine competencies which form the basis of the curriculum content for the University of Michigan's program were chosen from the 384 competencies identified in the "Model Curricula for Vocational and Technical Teacher Education" project at the Ohio State University's Center for Vocational and Technical Education. Acquisition of the competencies is achieved through a variety of learning experiences. These learning experiences include the development of professional competencies which are given minimal attention in many other teacher education programs e.g.: teaching the socio-economically disadvantaged, development of student-centered instructional techniques, and self evaluation through directed teaching. . . . The starting point within the curriculum schedule depends upon the entry skills possessed by the students. The competencies to be developed are grouped according to courses.

Interim evaluation of the Undergraduate Occupational Teacher Education Program has indicated success, courses have received high ratings in relation to other courses in the School of Education, attrition is less than five percent, and earned grade points are in excess of 3.00 for over seventy-five percent of the students.

Respondent: Dr. Carl Berger, Dr. Dan Vogler

A Career Education Personnel Model (CEPM) project was funded by the State Department of Education to develop competency-based models for the preparation and training of education personnel (K-12) who will plan and implement career education programs at the local level. These models were developed by identification and validation of necessary knowledge and skills (pedagogical competencies), for career education teachers, counselors, and administrators.

In addition, a graduate learning disabilities program was approved by the State Board.

WAYNE STATE UNIVERSITY

VAE: A vocational education program (VAE) is in its third year of operation, funded by the Department of Education-Vocational Division. The project has two major facets, an instructional system and a management information system. Seventy-five teacher competencies have been identified (derived from Cotrell Study at Ohio State). The project involves about 1,000 students.

WAYNE STATE UNIVERSITY
(Continued)

Inter-Disciplinary Program: Five categories of teacher competencies have been identified and include philosophy, values and attitudes, instructional climate, facilitating instruction, and humanities. Each category is subdivided into clusters and elements of tasks which presumably will become specifice teacher competencies. This program includes elementary, secondary, and special education areas, and about 100 students.

Special Education: A graduate learning disabilities program was recently approved by the State Board.

Competencies Oriented to All Secondary Teachers: A grant for the development of a CBTE program was awarded to Wayne State by the State Board. The Michigan COAST Project is a statewide effort to design a competency-based program model for the preparation of teachers in all secondary school disciplines. The model will be based upon the input of selected classroom teachers from five school districts representing 18 disciplines:

A. Big Rapids Public Schools
   Capital Area Career Center, Mason, Michigan
   Detroit Public Schools
   Grosse Pointe Public Schools
   Reed City Public Schools

B. Selected Faculty from Two Teacher Training Institutions:
   Ferris State College
   Wayne State University

There are four components to the project:

1. The identification and validation of teaching[1] competencies common to all secondary teachers.

2. The development and selected tryout of an assessment model to determine if an individual has achieved a competency.

3. The preparation and tryout of instructional modules and supporting media for selected competencies.

[1]This project is only concerned with those competencies relating to teaching skills and knowledges. It is not concerned with the content, knowledges and skills specific to each separate discipline. For example, COAST would deal with how to teach English rather than special skills related to writing, literature analysis, etc.

WAYNE STATE UNIVERSITY
(Continued)

4. The documentation and distribution of the resulting model to Michigan's 30 teacher preparation institutions and the 5 cooperating school districts.

All project efforts are toward the development of a model which can be replicated, adapted, or adopted in any Michigan secondary teacher education program.

Respondent: Dr. Rita Richey

WESTERN MICHIGAN UNIVERSITY

Planning to implement CBTE within the next two years, on a limited basis, in the following areas:

Elementary education--language arts minor
Secondary education--course in teaching and learning
Graduate program--introduction to research, learning disabilities
Other--Media competencies used for two years

Respondent: Dr. Daniel Moore